



EXPEDITIONARY  
LEARNING

## **Module 3A: Unit 3: Lesson 5**

### **Mid-Unit 3 Assessment Part 2: Explaining How New Information Connects to the Topic**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can interpret information presented in different media and formats. (SL.6.2)

I can explain how new information connects to a topic, text, or issue I am studying. (SL.6.2)

**Supporting Learning Target**

- I can explain how the new information I found through research deepens my understanding of the destruction of the 1906 San Francisco earthquake and fire.

**Ongoing Assessment**

- Mid-Unit 3 Assessment, Part 2: Explaining How New Information Connects to the Topic



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Unpacking Learning Target (2 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit Assessment Part 2: Triad Discussion (40 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief (3 minutes)</p> <p>4. Homework</p> <p>A. Continue reading your independent reading book.</p>	<ul style="list-style-type: none"> <li>• This lesson is the second part of the mid-unit assessment. In this lesson, students explain orally in a triad discussion with you how the resources they analyzed in Part 1 of the assessment deepen their understanding of the 1906 San Francisco earthquake and fire. This is to complete the assessment of SL.6.2.</li> <li>• Questions have been provided for you to use to elicit responses that enable you to score students' achievement of the standard. Assess responses using the rubric provided in the supporting materials, one per student.</li> <li>• Prepare and post a schedule for the triad discussions so that students can see when they will be taking part in the discussion with you. This will enable them to focus on independent reading or an independent reading assessment without worrying that you may call on them at any given time. While you are working with triads, this is a good opportunity for students to read independent reading books or to assess the independent reading standards RL.6.11a and RL.6.11b. See Stand-alone document <i>Launching Independent Reading in Grades 6–8: Sample Plan</i> on EngageNY.org</li> <li>• Collect the Mid-Unit 3 Assessment, Part 1: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires again at the end of this lesson and finish assessing them using the Grade 6 2-Point Rubric—Short Response (see supporting materials of Lesson 4).</li> <li>• Post: Learning targets, triad discussion schedule.</li> </ul>

Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• Mid-Unit 3 Assessment, Part 2 Prompt: Explaining How New Information Connects to the Topic</li> <li>• Mid-Unit 3 Assessment, Part 1: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires (completed in Lesson 4)</li> <li>• Assessment Research Folders (from Lesson 4; one per team)</li> <li>• Mid-Unit 3 Assessment, Part 2: Explaining How New Information Connects to the Topic Rubric (one per student; for teacher use during triad discussion)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Target (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite a volunteer to read the learning target out loud as the other students silently read along:<ul style="list-style-type: none"><li>* “I can explain how the new information I found through research deepens my understanding of the destruction of the 1906 San Francisco earthquake and fire.”</li></ul></li><li>• Explain that in this lesson, students will finish their mid-unit assessment by having a discussion with you. Point to the posted schedule.</li></ul>	<ul style="list-style-type: none"><li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li><li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit Assessment Part 2: Triad Discussion (40 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Mid-Unit 3 Assessment, Part 2 Prompt: Explaining How New Information Connects to the Topic</b></li><li>• Invite students to read it through with you.</li><li>• Set students off on independent reading and/or an independent reading assessment (see Teaching Notes).</li><li>• Invite the first triad to take out their <b>Mid-Unit 3 Assessments Part 1: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires</b> and <b>assessment research folders</b> from the previous lesson.</li><li>• Ask students to discuss:<ul style="list-style-type: none"><li>* “What do you now know about the destruction caused by the San Francisco earthquake and fire that you didn’t know before you saw those resources?”</li><li>* “What factual information did you find out? Which resource did it come from? How did it answer the question?”</li><li>* “What compelling eyewitness quotes did you find? Which resource did they come from? How did they deepen your understanding of the destruction?”</li></ul></li><li>• Ensure that all students contribute to the discussion. If students do not contribute, cold call them to do so.</li><li>• Assess each student on the <b>Mid-Unit 3 Assessment: Part 2: Explaining How New Information Connects to the Topic Rubric</b>.</li></ul>	<ul style="list-style-type: none"><li>• If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to discuss in triads:<ul style="list-style-type: none"><li>* “So you have done all of your research—what do you think your next steps should be in writing your newspaper article?”</li></ul></li><li>• Select volunteers to share their responses. Guide students to understand that now they need to evaluate their factual information and quotes to determine which ones they should use in their newspaper article.</li></ul>	<ul style="list-style-type: none"><li>• The debrief after the assessment can help build a culture of achievement in your classroom.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your independent reading book.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 6: Module 3A: Unit 3: Lesson 5

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



**Mid-Unit 3 Assessment, Part 2 Prompt:**  
Explaining How New Information Connects to the Topic

**Learning Targets:**

I can interpret information presented in different media and formats. (SL.6.2)

I can explain how new information connects to a topic, text, or issue I am studying. (SL.6.2)

**Directions:** In the second part of this assessment you are going to discuss with your triad and your teacher how the resources you used in the first part of the assessment for research have deepened your understanding of the destruction caused by the 1906 San Francisco earthquake and fires.





Mid-Unit 3 Assessment, Part 2:  
Explaining How New Information Connects to the Topic Rubric

**Student Name:** \_\_\_\_\_

	4	3	2	1
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study	Student clearly explains the content of the resource and how it deepens his/her understanding of the destruction caused by the 1906 San Francisco earthquake and fire	Student explains the content of the resource and how it deepens his/her understanding of the destruction caused by the 1906 San Francisco earthquake and fire	Student has a basic understanding of the content of the resource and how it deepens his/her understanding of the destruction caused by the 1906 San Francisco earthquake and fire	Student struggles to explain the content of the resource and how it deepens his/her understanding of the destruction caused by the 1906 San Francisco earthquake and fire